

## **Racial/Ethnic & Gender Inequalities in Health and Health Care**

HSSP 114b

Meets Mondays, Tuesday, and Thursdays [2:00-4:40pm]  
Summer Session II - July 8 to August 9, 2019

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Office hours:  
by appointment

### **Course description:**

The environments where we live, learn, work, play, and pray shape our day-to-day lives and long-term health and wellbeing in complex ways. Dr. Anthony Iton, Senior Vice President for Healthy Communities at the California Endowment, famously said “tell me your zip code and I’ll tell you your life expectancy.” This course lays a theoretical and empirical foundation for students interested in understanding how social factors (poverty, community context, work environments, etc.) affect the health and wellbeing of racial and ethnic minorities and other vulnerable populations in the United States. In addition, students will learn how structural factors (racism, segregation, gender hierarchies, dominant cultural norms within health systems and organizations, and their intersections) contribute to health disparities, and how policies and practices inside and outside of the healthcare system are advancing health equity.

If you are concerned by the following inequities, and curious to learn more about how they relate to health, this course is for you!

- In New Orleans, the life expectancy of residents from the poorest zip code in the city is 26 years lower than for residents of the wealthiest zip code.
- The median net worth for Black Bostonians is \$8.00 compared to White median net worth of \$247,500.00.
- In 2015, women working full-time earned 80% of what men working full-time earned, and if trends continue, white women will have to wait until 2056 to see equal work for equal pay. Hispanic women will have to wait 232 years for the pay gap to close without active policy intervention.

We will review and critique key theoretical frameworks and evidence from public health, social policy, and community development that demonstrate how social and structural factors influence health and wellbeing and how these same factors drive health disparities and inequities. Each week, we will analyze a case study of a health equity

policy, practice, or initiative and engage in active dialogue about the opportunities and challenges presented by this case.

This course prepares students interested in a wide range of disciplines (public health, medicine, sociology, public policy, and more) to understand and advance health and equity in their future careers by achieving the following course outcomes:

- Define key terms and constructs related health disparities and health equity
- Identify patterns of inequities in health status by race, ethnicity, gender, and socio-economic status from an epidemiological perspective
- Explain how systems, policies, and ideologies contribute to disparities in rates of illness, quality of life, premature death, mental health, and population-level health inequities
- Identify and critique current theories for racial/ethnic disparities in health status, access and quality
- Become familiar with and critically assess conceptual models, policies, initiatives, and strategies for reducing and/or eliminating health disparities.

**Course overview:**

<b>Date</b>	<b>Topic</b>	<b>Case study facilitators</b>	<b>Key activities/ assignments</b>
<b>Week 1: What determines Health?</b>			
Class 1 7/8/19	Determinants of health and inequities		
Class 2 7/9/19	Data: collection, analysis, and impact		Weekly reflection due
Class 3 7/11/19	Case: healthy people 2020		
<b>Week 2: Health disparities: race, ethnicity, and nativity</b>			
Class 4 7/15/19	Racism, communities of color, and native Americans		
Class 5 7/16/19	Immigrant “paradox” and intergenerational trauma		Weekly reflection due
Class 6 7/18/19	Case: SPARCC		
<b>Week 3: Gender, sexual orientation, socio-economic status, place, and Intersectionality</b>			
Class 7 7/22/19	Gender, sexual orientation, and SES		
Class 8 7/23/19	Geography, place, community context		Weekly reflection due
Class 9 7/25/19	Case: high school completion programs		
<b>Week 4: Inside the health system</b>			
Class 10 7/29/19	Black Man in a White Coat		
Class 11 7/30/19	Diversity and equity in health professions		Weekly reflection due
Class 12 8/1/19	Case: culturally effective organizations		Policy and action memo due
<b>Week 5: Education, employment, wealth, and health</b>			
Class 13 Thursday 8/5/19	Education, employment, wealth and health		
Class 14 Thursday 8/6/19	Empowerment economics and community-driven equity		Weekly reflection due
Class 15 Thursday 8/8/19	Final presentations	N/A	15-minute in-class presentations

## **Assignments:**

- 1) **Weekly 2-page reflections** Submit a 2-page single-spaced reflection that includes the following: key points from the readings that stood out to you and that improve your own understanding of health outcomes, health disparities, and/or health equity; connections that you made with the readings and your own lived experiences, other coursework, or professional experiences; questions that these readings generated for you; and any potential ideas that you have related to how we can create a healthier, more equitable health system and society based on the readings. **[due before class each Thursday on LATTE]**
- 2) **Case study co-facilitation (3 pages):**  
Working in a small group, students will prepare a 1-1.5-hr facilitated session to discuss the assigned case study. Students must submit a facilitation outline including: goals of session, room set-up, resources and technology needed, key questions, roles of each student, and anticipated outcomes from session. Teams will then co-facilitate a session and receive professional feedback on the content, structure, and outcomes of their work. **[class 3, 6, 9, or 12]**
- 3) **Policy and action memo (4-5 pages):**  
Identify a current active discourse/debate around a policy or practice problem related to health, health equity, or the social/structural determinants of health. Write a 4-5 page single-spaced memo to a specific decision-maker or funder outlining the status of the policy problem, current evidence to date, and key recommended action points for future research and/or policy. **[Due before class 13]**
- 4) **Final presentation:**  
Present your action and investment memo in a 15-minute class presentation. **[Due class 15]**
- 5) **Class participation:**  
Students are expected attend all classes, read all assigned readings, finish all small and large assignments, and come to class prepared to contribute to class discussion. I aspire toward a low-tech, high-engagement classroom. I kindly ask you to use your laptops for note-taking purposes only and request the courtesy of closing your laptop when not actively taking notes. Even better would be if you took notes by hand. The use of a laptop to do email, chat with friends or to do

other class assignments during the class period is both obvious to and distracting to the instructors and your fellow students. Thank you very much for your cooperation.

## **Course Details**

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### **Week 1: What determines Health?**

- Structural, social, and environmental determinants of health
- Health Disparities and Inequities: Data, Definitions, and Theoretical Constructs
- Policy and practice case study:

Required readings for classes 1 & 2:

- Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., & Troutman, A. (2011). Health disparities and health equity: the issue is justice. *American Journal of Public Health, 101*(S1), S149-S155.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3222512/>
- World Health Organization:  
[http://www.who.int/social\\_determinants/thecommission/finalreport/key\\_concepts/en/](http://www.who.int/social_determinants/thecommission/finalreport/key_concepts/en/)
- Barr, D. A. (2014). *Health Disparities in the United States, Social Class, Race, Ethnicity and Health*, The Johns Hopkins University Press. “Race/Ethnicity and Health” pp. 105-133 and “Introduction to the Social Roots of Health Disparities” pp. 1-14
- Braveman, P. (2006). Health Disparities and Health Equity: Concepts and Measurement, *Annual Review of Public Health, 27*, 167-194.
- Wagstaff, A., Van Doorslaer, E. (2004). Overall Versus Socioeconomic Health Inequality: A Measurement Framework and Two Empirical Illustrations. *Health Economics, 13*, 297-301.
- Asada, Y. (January 01, 2005). A framework for measuring health inequity. *Journal of Epidemiology and Community Health, 59*, 8, 700-5.

Required policy and practice case study reading for class 3:

- Healthy People 2020:  
<https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>

### **Week 2: Health disparities: race, ethnicity, and nativity**

- Racism, communities of color, and native Americans
- Immigrants and the immigrant “paradox”
- Intergenerational trauma

Required readings for classes 4 & 5:

- Jones, C. P., Jones, C. Y., Perry, G. S., Barclay, G., & Jones, C. A. (2009). Addressing the social determinants of children's health: a cliff analogy. *Journal of Health Care for the Poor and Underserved*, 20(4A), 1-12.
- Almaguer, T. (2012). Race, racialization, and Latino populations in the United States. *Racial Formation in the Twenty-First Century*. 143.
- Green, T. (2012). *Black and Immigrant: Exploring the Effects of Ethnicity and Foreign-born status on Infant Health*. Migration Policy Institute. Retrieved from <http://fcd-us.org/sites/default/files/CBI-Green.pdf>
- Viruell-Fuentes, E. A., Miranda, P. Y., & Abdulrahim, S. (2012). More than culture: structural racism, intersectionality theory, and immigrant health. *Social science & medicine*, 75(12), 2099-2106.
- Heart, M. Y. H. B. (2003). The historical trauma response among natives and its relationship with substance abuse: A Lakota illustration. *Journal of psychoactive drugs*, 35(1), 7-13.
- Unnatural Causes video:  
[http://www.unnaturalcauses.org/episode\\_descriptions.php?page=2](http://www.unnaturalcauses.org/episode_descriptions.php?page=2)
- Thorpe Jr, R. J. & Kelley-Moore, J. A. (2013). Life course theories of race disparities: A comparison of the cumulative dis/advantage theory, perspective, and the weathering hypothesis. In LaVeist, T. A., & Isaac, L. A. (Eds.), *Race, ethnicity, and health: A public health reader* (pp. 355-376). San Francisco: Jossey-Bass.

Required policy and practice case study reading for class 6:

- Strong, Prosperous, and Resilient Communities Challenge (SPARCC) <http://www.sparcchub.org/>
- Choi, L. Testing Our Hypotheses on Equitable Development: Mid-Course Learning and Adapting through SPARCC.  
<https://www.frbsf.org/community-development/files/testing-our-hypotheses-on-equitable-development.pdf>

### **Week 3: Gender, sexual orientation, socio-economic status, place, and Intersectionality**

- Intersectionality
- Gender and sexual orientation
- Geography and place
- Socio-economic status and the American Dream

Required readings for classes 7 & 8:

- Hill Collins, P. (1990). Black Feminist Thought in the Matrix of Domination.

- Hopkinson, Rebecca A. (2017). Persecution experiences and mental health of LGBT asylum seekers. *Journal of Homosexuality.*, 64(12), 1650.
- Phelan, J. C., Link, B. G., & Tehranifar, P. (January 01, 2010). Social conditions as fundamental causes of health inequalities: theory, evidence, and policy implications. *Journal of Health and Social Behavior*, 51, 28-40.
- Barr, D. A. (2008). *Health Disparities in the United States, Social Class, Race, Ethnicity and Health*, The Johns Hopkins University Press. Chapters 3-4. “The Relationship between SES and Health” and “How Low Social Status Leads to Poor Health” pp. 42-7
- Starfield, B., & Birn, A.-E. (2007). Income redistribution is not enough: income inequality, social welfare programs, and achieving equity in health. *Journal of Epidemiology & Community Health*, 61(12), 1038-1041.

Required policy and practice case study reading for class 9:

- High School Completion Programs  
<https://www.thecommunityguide.org/findings/health-equity-high-school-completion-programs>

#### **Week 4: Inside the Health System**

- Black Man in a White Coat
- Diversity and equity in health professions
- Cultural/linguistic congruence and competency

Required readings for classes 10 & 11:

- Entire book: Tweedy, D. (2015). *Black man in a white coat: A doctor's reflections on race and medicine*. Picador.
- Sullivan, L. W. (2004). Missing persons: minorities in the health professions, a report of the Sullivan Commission on Diversity in the Healthcare Workforce.
- Boguslaw, et al. (2016). *Good Jobs Good Health: Diversifying the Workforce through Policy and Practice*. Institute on Assets and Social Policy.

Required policy and practice case study readings for class 12:

- Santos, J., Venner, S., Boguslaw, J., Tarahija, S., and McCracken, K. (October 2016). *Becoming a Culturally Effective Organization: A Case Study of the Manchester Community Health Center*. Waltham, MA: Institute on Assets and Social Policy.
- Melanie Doupé Gaiser, M., Nsiah Jefferson, L., Santos, J., Venner, S., Boguslaw, J., and Tellez, T. (April 2015). *Culturally*

*Effective Organizations: A Framework for Success.* Waltham, MA: Institute on Assets and Social Policy, Brandeis University.

### **Week 5: Education, employment, wealth, and health**

- Higher education
- Assets and the racial wealth gap
- Empowerment economics
- Community-driven equity

Required readings:

- Woolf, S. H., et al. (2015). *How are income and wealth linked to health and longevity?* Urban Institute.  
<https://www.urban.org/sites/default/files/publication/49116/2000178-How-are-Income-and-Wealth-Linked-to-Health-and-Longevity.pdf>
- Carnevale, A. P., & Strohl, J. (2013). *Separate and unequal: How higher education reinforces the intergenerational reproduction of white racial privilege.* Retrieved from [https://cew.georgetown.edu/wp-content/uploads/2014/11/SeparateUnequal.FR\\_.pdf](https://cew.georgetown.edu/wp-content/uploads/2014/11/SeparateUnequal.FR_.pdf)
- Asante-Muhammad, D., Nieves, E., Collins, C. & Hoxie, J. (2017) *The Road to Zero Wealth: How the Racial Wealth Divide is Hollowing Out America's Middle Class.* Prosperity Now.
- Santos, J., Vo, A., Lovejoy, M. (2017). *Foundations for the Future: Empowerment Economics in the Native Hawaiian Context.* Institute on Assets and Social Policy.
- Santos, J., Vo, A., & Lovejoy, M. (2019). *Evaluating Empowerment Economics: A Preliminary Framework for Assessing Innovations in Financial Capability.* Federal Reserve Bank of San Francisco.